DOCUMENT RESUME

ED 190 520 SP 016 414

AUTHOR Hoover, Todd: Squire, Chester
TITLE Teacher Education Using the Intern Model.
NOTE 15p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation: Cooperating Teachers: Elementary Secondary Education: *Internship Programs: *Preservice Teacher Education: Program Costs: *Program Design: Program Implementation: Student Teacher Supervisors: *Teacher Centers: Teacher Educators: *Teacher Interns

ABSTRACT

A field-based program involving intern development helps to ensure cooperation between public schools and colleges of education. This article focuses on the description of a teacher internship model as being the most favorable means of establishing a program that not only qualifies the candidate for certification but also develops and proves his abilities. Continuous training, teaching responsibilities, and feedback are major elements of this program. This field-based intern model encourages cooperation between the faculties of colleges and public schools, provides opportunities for public school personnel to have power in the design of teacher education programs, and improves these programs without increasing the cost of operation. (CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190520

"Teacher Education Using the Intern Model"

Todd Hoover

Chester Squire

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Todd Hoover

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 016414

Formal teacher education has existed for about 120 years with the first training program established during the 1850's. During these years, a rather definite pattern for training teachers emerged, characterized by courses on pedogogy with some emphasis on subject matter preparation, techniques for organization of materials, classroom discipline and a small amount of learning theory.(1)

Rather astonishing trends began appearing following the launch of the Soviet satellite Sputnik. First was the relatively large amounts of resources poured into the preparation of teachers and; second, different models for the training and education of teachers began appearing. Some of these models included: teacher corps, competency based education, field-centered programs as well as refinement of the more traditional model.

Three trends now being experienced include: demands by teachers to have greater responsibility for the design of teacher education programs, increasing teacher control of licensure as in Oregon and California,(2) and reducing enrollments in teacher education programs. Clearly, the pressures are on teacher education faculty to deal intelligently and constructively with these trends. While the trends may not be as dramatic as the Sputnik era, they are more pervasive and less easily understood. Cushman and Steeves argue that the "...major role of a college of education is to serve as a coordinating, reconciling, and arbitrating agency for all the other governance agencies having a contribution to make to teacher education."(3) In effect, the colleges of education are caught on a tight rope attempting to juggle many powerful influences.

The rationale for concern by teacher education faculty is well illustrated by Spillance and Levenson who state that the "... plumbers and the AMA both know the two necessities for long-term success: control over the training of members and a limit on the number of people who can enter the guild."(4)

Cushman and Steeves believe that the NEA is making a concerted effort for "political power" which accounts for much of the current difficulties. The NEA's effort is directed toward admission to the profession and accreditation.(5)

The trend relative to teacher's involvement in the design of teacher education programs has been growing rapidly during recent years. Berneman believes that "... teachers' organizations have attempted to elevate the character of the profession and to improve educational opportunities for their clients. Toward these goals, teachers have actively sought to establish... responsibilities associated with recruitment, selection, admission, preparation, licensure, and retention."(6) Many teachers feel that the place to learn about schools is in the schools. "The people who can tell the novice about that real world of school are the experienced teachers, administrators, counselors, and custodians--those on the spot involved with the daily problems."(7)

From among the 1300-1400 different institutions purporting to train teachers, few will be able to effectively deal with the forthcoming difficulties. As an illustration of the difficulties being faced, Oregon's Teachers Standards and Practices Commission (TSPC) requires teacher training programs to meet its "standards" in order to be accredited. These "standards" possess similarities and differences with respect to the National Council for the Accreditation of Teacher Education (NCATE). The teacher education programs in Oregon are caught in the middle of a struggle for control by two powerful agencies.

Even more profound is the membership composition of TSPC. The majority of its membership is composed of persons who are not on teacher education faculties. Further, it is important to note that both the Oregon and California Commissions are empowered by law.

Assuming that teacher education faculties are committed to the continuing development of their programs, three critical issues must be squarely faced. The first issue is the realization by colleges of education that they will lose much of their autonomy in program development, operation, and evaluation.(8) The second issue is the establishment of parity between public school faculty and college of education faculty. Parity should permit all parties to contribute their respective strengths in the design and implementation of an effective training program.(9) But, parity is not well operationalized although the dictionary definition states that it is the presences of "equality".(10) In effect, college faculty will have to change their perspective toward public school teachers. This may not be unlike the father-son relationship in that some fathers eventually view their sons as friends and can build effective partnerships. On the other hand, there are fathers who always view themselves as the family patriarch.

The third issue rests with the financial considerations associated with operating a teacher education program. The prevailing attitude is that some sort of financial relief must be forthcoming to sustain and improve programs in light of falling enrollments. To further confound the problem, public school budgets are experiencing difficulties. Witness the number of budget and bond issues placed before the public which fail in voting booths.

Clearly, with the issues and trends laying before teacher education programs, a more cooperative spirit must prevail. Perhaps, a field based program involving intern development might be the most productive and useful blend to help insure the spirit of cooperation between public schools and colleges of education. Therefore, the remaining portion of this article will focus on the description of an intern model.

The teaching internship is possibly the most favorable means to establish a program which enables the candidate for certification to develop and prove

his abilities. The internship provides continued, professional study combined with a full year of intern teaching under skilled supervision. In effect, the trainee completes the basic professional courses and selected methods courses during his junior year. During the senior year, the student is assigned to a supervising teacher and clinical professor. At the beginning of the senior year, the student assumes part-time teaching responsibilities. As the senior year progresses, the student assumes greater teaching responsibilities until he has full-time teaching responsibilities.

In addition to part-time teaching, the supervising teacher (or intern supervisor) works closely with the clinical professor to provide selected methods courses concurrent with teaching. Implicit within this program is the understanding that continuous training, teaching and feedback are provided. Figure 1 provides a representation of the movement during the senior year from beginning teaching experiences toward full teaching responsibilities. By inspecting Figure 1, it should be evident that the junior year courses and practica are designed for the purpose of allowing the student to develop necessary teaching skills which will be used daily during the initial portions of the senior year experience.

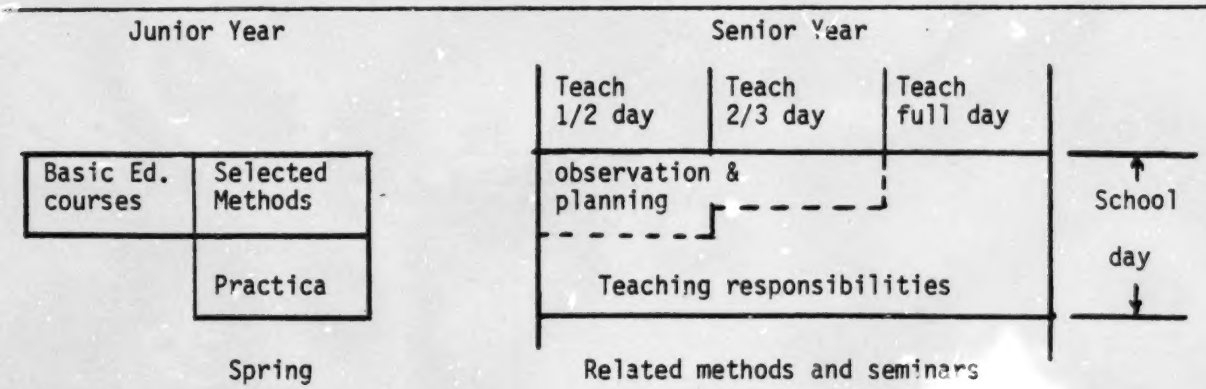
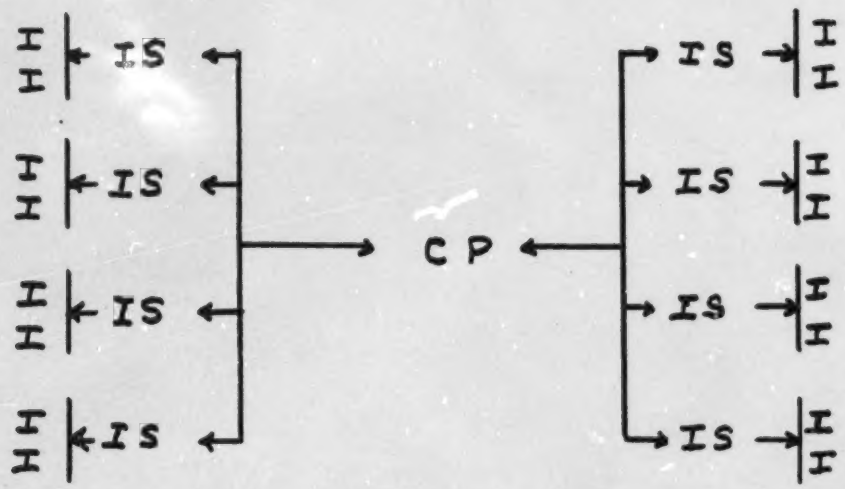


Figure 1: Junior & Senior Year



Where: I = Intern (16 persons)

IS = Intern supervisor (8 persons) public school staff

CP = Clinical professor (1 person--joint appointment between college and school district

Figure 2: Role Relationships

Figure 2 illustrates the relationship among the student intern, intern supervisor and clinical professor. Figure 3 illustrates just one intern unit which is defined as two interns, one full-time intern supervisor and one clinical professor at 1/8 th time.

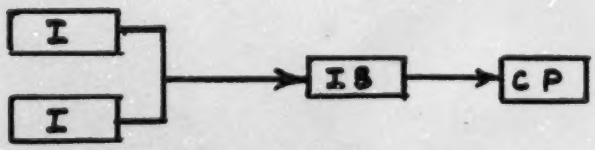


Figure 3: Intern Unit Configuration

As mentioned previously, the interns have had one form of student teaching and related methods in specified subject area(s) during their junior year which represents what they will be teaching initially during the internship. Therefore, each is able to teach one-half day on their own (one intern in the morning and one in the afternoon.) The other half day is taught by the intern supervisor; therefore, three persons are used to teach two full classes.

Obviously, it is difficult for the intern supervisor to provide the necessary supervision if he teaches each day. Consequently, a substitute teacher will release the intern supervisor from teaching duties during the first part of the year to provide the necessary time to work more closely with intern students during this crucial phase of the induction process. Further supervision time is available due to the use of specialists, such as: music, art, p.e., etc. In addition, the clinical professor can be assigned the responsibility for providing methods courses plus assist with supervision. The clinical professor has a ratio of 16 interns equalling one FTE.

Since the intern program is self-supporting, it is necessary to analyze operating costs in order to illustrate this important principle. The following is predicated on the average cost of instruction per classroom unit equalling $12,000.00. Therefore, each intern unit will have the following cost needs:

Two interns at $3,500	$7,000/year
Extra pay for intern work by intern supervisor	$1,000/year
One clinical professor at $1,000./unit	$1,000/year
sub total	$9,000/year

Additional expenses are:

Substitutes for the intern supervisor—15 days at $40.00	$	600/year
Training intern supervisor		500/year
Special supplies and equipment		400/year
Clerical assistance for intern supervisor		500/year
Miscellaneous expenses		500/year
Travel		500/year
sub total	$	3,000/year
Total		$12,000/year

Therefore, total cost to the district is $12,000 for operating the program for one intern unit. This is the same dollar amount which the district would have paid for the second full-time teacher if the intern program was not operating.

Since the school district pays for one-half of the clinical professor, the college contributes the other half. The $8,000 paid by the college is offset by the fact that the clinical professor provides all of the supervision needed by the intern students. In addition, he provides methods course work for the same interns.

MAJOR GOALS:

1. To provide a program designed to produce the best possible teacher benefiting from college course work, experienced college staff, experienced classroom teacher staff and children enrolled in the public schools.

2. To provide a cadre of highly qualified supervising teachers as a basic means for providing the laboratory setting essential for an improved program of teacher education.

3. To provide means for more rapid dissemination of promising ideas and practices both at the college and school district levels.

4. To provide a means for stimulating the improvement of educational opportunities for elementary and/or secondary school pupils in the cooperating school districts.

5. To develop off-campus teacher education centers in geographic areas not presently utilized extensively by teacher education institutions.

6. To develop a more effective partnership in teacher education between public school districts and the teacher education institution.

7. To provide for the opportunities of various parties involved in the process of teacher education to contribute their points of view to help insure the best possible program for the training of teachers.

8. To provide a program whose operating costs are no greater to either the public school or college of education.

Many of these goals appear in all programs for teacher education, at least in one form or another. However, the intern program provides a different frame of reference in that these goals can be reasonably achieved. With any reasonable effort directed toward making certain the program is successful will virtually insure achievement of program goals.

One major warning needs to be addressed at this point. It is related to the construction of a contract between the cooperating schools and the teacher education program. The language of the contract must specifically identify the responsibilities of both agencies. The contract might be further clarified with the identification of roles each agency and members is to play. Experience has shown that it is most worthwhile to include at least the following elements within the contract:

1. General introduction,
2. Financial contributions provided by both parties,
3. Procedures for selecting interns,
4. Procedures for placing interns,
5. Certification status of interns (legal status of intern),
6. Responsibility of interns,
7. Qualifications and responsibilities of intern supervisors,
8. Qualifications and responsibilities of the clinical professor,
9. Roles and responsibilities of building principals,
10. Roles and responsibilities of other school district and college personnel.
11. Preparation of intern supervisors, and
12. Replacement of interns who withdraw or are eliminated from the program.

As a side note, those wishing to have an exemplary copy of a contract may request one from either author. In addition to this contract, it is strongly advised that a student intern be given a handbook which provides all of the needed information required by the student. Again, the contract between the public school and the college of education is probably the key to program success therefore, considerable attention needs to be given this area of concern.

DISTINCTIVE FEATURES:

The following constitutes some of the distinctive features of the intern program:

1. The program does not require an increase in the number of credit hours beyond the traditional teacher education program.

2. The clinical professor is responsible for providing supervision of student interns and can teach the related seminar with assistance from the intern supervisor.

3. The pre-intern period (junior year) will be provided by regular college faculty. The course work can include: beginning education classes and methods classes including practica. These courses will insure that the student intern is fully competent to assume part-time teaching responsibilities during the intern year.

4. With four persons sharing responsibility for instruction in each of the two classroom units (the intern supervisor, the clinical professor, and two interns), it is anticipated that the quality of educational experiences provided for pupils, as well as interns, will be enhanced.

5. Prior to the intern supervisor and clinical professor assuming their respective roles, each should have graduate level training dealing with supervision skills to insure that the person is (or, becomes) a highly skilled supervisor (Masters in supervision for intern supervisor).

6. The intern program (both, pre-intern experiences and regular intern experiences) will insure that the student intern has completed reasonable and appropriate amounts of public school classroom work.

7. The intern program can be designed so that it meets all existing teacher education program requirements. This is largely achieved through the provision of coursework during the intern year on a seminar basis and/or

through evening coursework. These courses can be taught by the clinical professor(s) and/or regular college faculty.

8. Upon completion of the intern program, the student intern is eligible to receive the basic teaching credential offered by the state in which the intern program operates.

9. The program is a cooperative venture which demands increasing responsibility for the preparation of teachers on the part of the cooperating school districts and other teaching agencies such as the local or state level education associations.

10. The cooperating school district will not be required to invest any additional funds to support and operate the program than what they ordinarily would spend.

11. The program provides for a gradual induction of the intern from a half-day teaching responsibility. The transition is carefully directed by mutual agreement between the clinical professor and the intern supervisor.

12. Ample opportunities are provided for cooperative planning by the intern supervisor, clinical professor and intern student assigned to each team. In addition, supervisor feedback to the intern is of a higher quality due to training by both the intern supervisor and clinical professor.

13. The junior year is designed to provide methods course work with practica to help insure that the student will be able to successfully function with the half-day teaching assignment during the intern period.

14. The intern program assures the opportunity for parity. That is, all parties contribute equally to the operating and design of the program.

15. The intern student position is reserved exclusively for them thus insuring quality intern experiences.

One final issue which needs to be addressed is the concern related to utilization of existing college faculty. In many instances, the intern program

may constitute a threat to the college faculty because of loss of status and possibility for the necessity of retrenchment. Loss of status should not be a concern because most of the faculty will be teaching many of the same courses although they will most likely have to commute to the field school.

Retrenchment can be viewed positively because of the need for some persons to be revitalized through new assignments. The new training can include preparation of faculty to teach new courses or to fill the role of a clinical professor. In addition, new staff can be hired for the sole purpose of serving as clinical professors. The funds used to hire these individuals can come from the dollars ordinarily earmarked for supervision and methods courses.

In addition, as faculty retire, they can be replaced with clinical supervisors. As an illustration, one full professor costing $24,000 will purchase three clinical professors at $8,000 each. Since the installation of a program requires time for planning, the intern installation can coincide with retirements, retrenchment and sabatticals.

In summary, this article has focused on new trends in teacher education which will clearly impact programming. These trends include the need for parity between faculties of public schools and colleges of education, opportunities for public school faculties to have decision making power in the design of the teacher education programs, and increasing needs by public schools and colleges of education to improve their programs without increasing the cost of operation. The field-based intern model was described in detail which should be responsive to all three trends.

BIBLIOGRAPHY

1. Higgins, A. Stephen. "Teacher Education in the University." Educational Forum, November 1971, p. 74.

2. Berneman, Louis P. "Teacher Education: A Struggle for Responsibility and Control." Phi Delta Kappan, June 1977, p. 776.

3. Cushman, M.L. and Frank Steeves. "In Defense of the Comprehensive College of Education." Phi Delta Kappan, June 1976, p. 687.

4. Robert R. Spillane and Dorothy Levenson. "Teacher Training: A Question of Control, Not Content." Phi Delta Kappan, March 1976, p. 437.

5. Cushman and Steeves. Op. cit. p. 684.

6. Berneman. Op. cit. p. 775.

7. Spilland and Levenson. Op. cit. p. 438.

8. LoPresti, Peter L. "California: The Impact of the Commission for Teacher Preparation and Licensing." Phi Delta Kappa, May 1977, p. 683.

9. Houston, W. Robert and Robert B. Howsam (eds). Competency-Based Teacher Education: Progress, Problems, and Prospects. (Palo Alto: Science Research Associates), 1972, p. 51.

10. Webster's New World Dictionary of the American Language: Second College Edition. (New York: World Publishing), 1972.